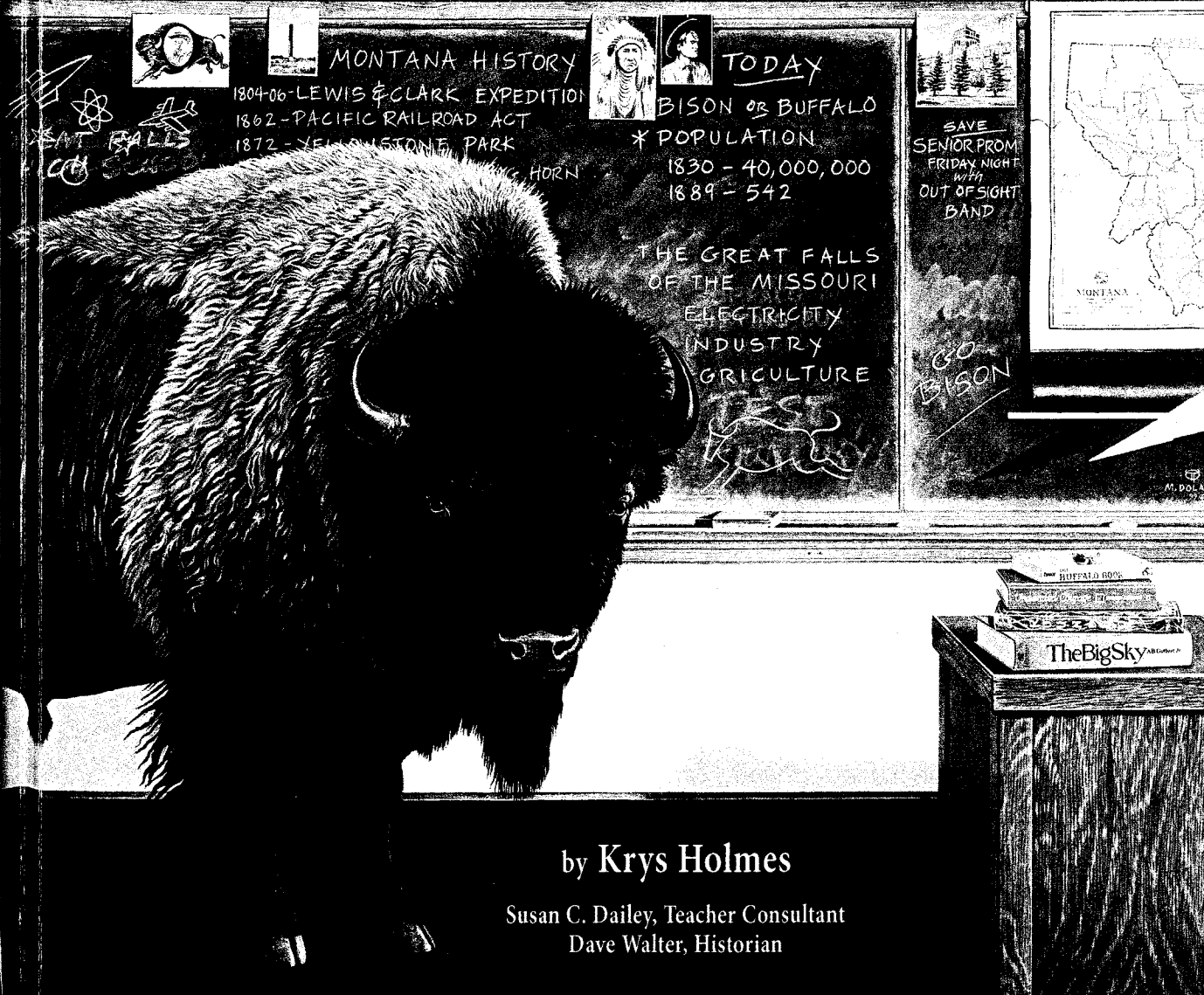


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MONTANA

Stories of the Land



by Kryss Holmes

Susan C. Dailey, Teacher Consultant
Dave Walter, Historian

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***To the memory of Dave Walter
(1943–2006)***



Contributors

Project Directors

Dave Walter
Martha Kohl

Review Questions and Activities

Moffie Funk

Academic Reviewers

Walter C. Fleming, Chair and Professor, Native American Studies,
Montana State University, Bozeman
Robert R. Swartout Jr., Professor of History, Carroll College, Helena

Montana Historical Society Advisory Panel

Ellen Baumler, Interpretive Historian
Kirby Lambert, Curator of Art
Lory Morrow, Photograph Archives Manager
Brian Shovers, Library Manager
Zoe Ann Stoltz, Reference Historian

Teacher Advisory Panel

Donna Gonzales, Busby
Denise Heppner, Plentywood
Phil Leonardi, Corvallis
Jack Martin, Kalispell

Content Consultants

Rich Aarstad, Oral Historian, Montana Historical Society
Jon Axline, Historian, Montana Department of Transportation
Robert Bigart, Director, Salish Kootenai College Press
Julie Cajune, Tribal History Project Director, Salish Kootenai College
Tim Coulter and the staff of the Indian Law Resource Center
Keith Edgerton, Professor of History, Montana State University-Billings
Jodie Foley, State Archivist, Montana Historical Society
Everall Fox, Director of Indian Education, Billings Public Schools
Jerome A. Greene, Historian, National Park Service (retired)
Jeff Gruber, Local Historian, Libby
Molly Holz, Director of Publications, Montana Historical Society
Mike Jetty, Indian Education Specialist, Office of Public Instruction
Chuck Johnson, State Bureau Chief, Lee Newspapers
Denise Juneau, Director of Indian Education, Office of Public Instruction
Seena B. Kohl, Professor of Anthropology, Webster University
James J. Lopach, Professor and Chair of Political Science, University of Montana, Missoula
Richard Littlebear, Ph.D., President, Chief Dull Knife College
Dale Martin, Adjunct Instructor of History, Montana State University
Lyndel Meikle, Ranger, Grant-Kohrs Ranch National Historic Site
Laurie Mercier, Associate Professor of History, Washington State University, Vancouver
Mary Murphy, Michael P. Malone Professor of History, Montana State University
George Oberst, Curator of Ethnology, Montana Historical Society
R. Eli Paul, Museum Director, National World War I Museum at Liberty Memorial, Kansas City
Gerda W. Ray, Associate Professor of History, University of Missouri-St. Louis
Rolene Schliesman, Architectural Historian, Montana Historical Society
Craig Stiles, Consulting Geologist, CPG 10430, Geodiligence Services, LLC
Larry Swanson, Director, O'Connor Center for the Rocky Mountain West, University of Montana
Marcella Sherfy Walter, Independent Historian, Helena
Stan Wilmoth, State Archaeologist, Montana Historical Society



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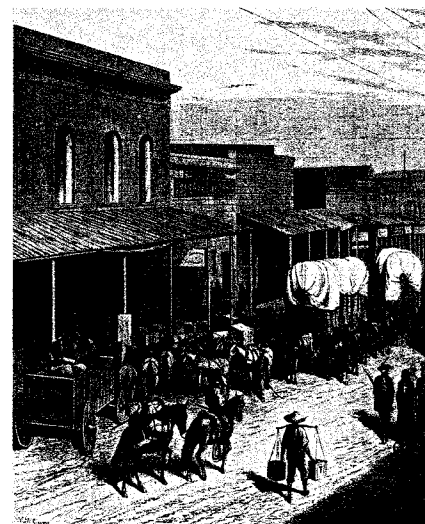
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Contents

Maps — viii

How to Use This Book — ix

Acknowledgments — x

PART 1: BACK THROUGH TIME

chapter 1 Montana: Where the Land Writes History — 2

chapter 2 People of the Dog Days — 22

chapter 3 From Dog Days to Horse Warriors:
Montana's People, 1700-1820 — 42

PART 2: A CENTURY OF TRANSFORMATION

chapter 4 Newcomers Explore the Region, 1742-1827 — 62

chapter 5 Beaver, Bison, and Black Robes:
Montana's Fur Trade, 1800-1860 — 80

chapter 6 Montana's Gold and Silver Boom, 1862-1893 — 100

chapter 7 Two Worlds Collide, 1850-1887 — 122

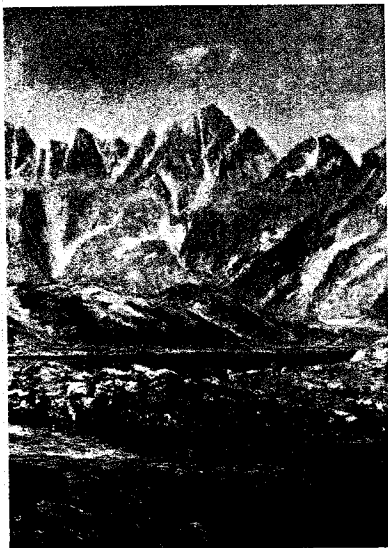
chapter 8 Livestock and the Open Range, 1850-1887 — 148

chapter 9 Railroads Link Montana to the Nation, 1881-1915 — 168

chapter 10 Politics and the Copper Kings, 1889-1904 — 188

chapter 11 The Early Reservation Years, 1880-1920 — 208

chapter 12 Logging in the "High Lonesome," 1862-1949 — 230



PART 3: WAVES OF DEVELOPMENT

- chapter 13** Homesteading This Dry Land, 1905-1920 — 250
- chapter 14** Towns Have Lives, Too, 1870-1920 — 270
- chapter 15** Progressive Montana, 1900-1924 — 290
- chapter 16** Montana and World War I, 1914-1918 — 312
- chapter 17** Montanans on the Move:
The Coming of the Automobile, 1904-1940 — 332
- chapter 18** The Great Depression Transforms
Montana, 1929-1941 — 352
- chapter 19** World War II in Montana, 1939-1945 — 374

PART 4: THE MODERN MONTANA

- chapter 20** Building a New Montana, 1945-1965 — 394
- chapter 21** A People's Constitution, 1972 — 418
- chapter 22** Living in a New Montana, 1970-2007 — 438

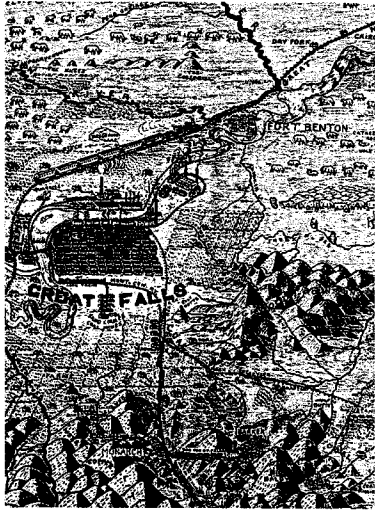
Glossary — 462

Credits — 466

Index — 475



Maps



Ice Age Montana	—	9
Montana's Rivers and Mountains	—	16
Selected Archaeological Sites and the Old North Trail	—	34
Early Trade Networks	—	52
North America, 1720	—	64
Early European Explorers to the Region	—	72
Fur Forts in Montana	—	82
Major Gold Rush Towns and Trails	—	105
Tribal Territories in Montana, 1855	—	124
Military Forts and Battlefields	—	139
Indian Reservations in 1870 and 1890	—	152
Montana Railroads, 1915	—	180
Communities Awarded State Institutions	—	195
Western Indian Lands, 1850-1890	—	211
Montana's National and State Forests	—	242
Flathead Reservation Land Ownership, 1907	—	255
Flathead Reservation Land Ownership, 1922-1935	—	255
Detail of "Great Falls Montana," 1893	—	270
Basic, Improved, and Paved Roads, as of 1926	—	345
Percentage of Montanans on Relief by County, February 1935	—	359
Distribution of Accumulation in the Thyroid of Radioactive Iodine from Nuclear Fallout	—	411
Montana's State Senate Districts, 1966, after Reapportionment	—	423
Indian Reservations and Tribal Headquarters	—	454

How to Use This Book

Teachers, historians, researchers, students, and the author collaborated to design and write *Montana: Stories of the Land*. Its outline follows a plan thoughtfully laid out by a group of Montana history teachers in a meeting led by historian Dave Walter in 1999. At that meeting, the teacher-advisors laid out their specifications for a textbook that would fill their needs in a variety of classrooms across the state.

Those teacher-advisors asked for several specific things: a book that would cover ancient history up to the present; an engaging, easy-to-read narrative that did not shy away from controversial topics; a point of view that included American Indians, women, minorities, and children; information to help new teachers gain perspective into Montana's story; an emphasis on youth and their experiences in Montana; the inclusion of chapter objectives, timelines, and end-of-chapter review material; and the rich use of maps and historic photographs.

They also noted that since every teacher will not be able to teach every chapter, each chapter should be able to stand alone. If you notice repetition between chapters and in the end-of-chapter material, it is because some important topics are relevant to multiple periods of our history.

We recognize that there is some controversy over the use of *American Indian*, *Native American*, *Amerindians*, *First Peoples*, and other terms to describe the indigenous peoples of this region. Our advisors guided us to use the term *American Indian* because that is how the native people of this land were identified in the U.S. Constitution. Many other institutions, like the Smithsonian Institution's National Museum of the American Indian and the American Indian College Fund, also puzzled over this decision, and we decided to remain consistent with their choice. But we join the Office of Public Instruction's Indian Education staff in reminding teachers that it is always best to use specific tribal names whenever possible.

You will find two kinds of vocabulary words here. Technical terms relevant to the chapter topic appear in brown, boldface type, followed by the definition. These words also appear in the glossary at the back of the book. Vocabulary extension words appear in black, boldface type and are defined only within the chapter text. Similarly, the timeline uses two colors. Events that are covered in the current chapter are listed in white; events that are happening outside of Montana, that are discussed in other chapters, or that are included to provide context are listed in yellow.

A last note: Our understanding of history continues to evolve. Thus, we offer this book not as a final statement on Montana history but as a doorway, opening the portal toward many ways of learning.



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